The primary method for funding of campus projects has been through RFPs. The budgets for those projects were carefully scrutinized to attempt to have a balance of the components needed for a successful project and at a reasonable cost. The dialogue back and forth between GA and the campuses has contributed to both GA and the campuses understanding what an efficient budget is for a course/program development project. The instructional technology component is as important or maybe more important than the course management delivery technology since it is linked to providing the most effective learning experience in this environment. UNC GA has fostered the Online Quality Council which is focused on the quality of the educational experience in an online environment. The Council has a representative from each campus appointed by the Provost. We are beginning our discussion about what the direction should be for what follows our current contract with Blackboard. Naturally, we are considering a lot of options including discussion with the community college system to determine if we can work together on the technology support.

Encourage campuses to determine the most efficient and effective manner to provide distance education instructional support for faculty.

There is a lot involved in providing this support including a course management system, instructional design support, proctoring support for online students, etc. As indicated we have in place a system-wide contract for the course management system, and we are working jointly with one campus, ECU, to build an online proctoring management system that will be a tremendous help to faculty teaching in an online environment. The Project Team has identified assembling and/or building a set of modules to help faculty be more effective online instructors. It is also exploring developing some online modules for students that would help them understand online courses and how they can be more effective online learners. These modules will, in some instances, be existing modules from one campus that will be made available for all campuses, and in others GA will contract with one or more campuses to build the modules.

Foster collaboration among campuses to create a centralized distance education development consortium that would benefit all campuses.

Some campuses may be interested in this and others may not. Effective centralization grows out of a careful dialogue about how the campus needs can be met. Interinstitutional registration, an online proctoring system, and UNC Online itself are all examples where, after exploration with the campuses we have built centralized capability to perform a task. It is unlikely, and likely inefficient, that campuses would give up all local development activities. We have discussed with the Project Team for UNC Online that we might support some facilities such as a web video function on a particular campus to be used by all the campuses. But the cost of small scale video production is dropping and it could end up more costly to centralize. With each option a careful assessment is made to determine what the campuses need and the best combination of centralization and decentralization to serve that need.